

ChatGPT in education: global reactions to AI innovations

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Abstract

The release and rapid diffusion of ChatGPT have caught the attention of educators worldwide. Some educators are enthusiastic about its potential to support learning. Others are concerned about how it might circumvent learning opportunities or contribute to misinformation. To better understand reactions about ChatGPT concerning education, we analyzed Twitter data (16,830,997 tweets from 5,541,457 users). Based on topic modeling and sentiment analysis, we provide an overview of global perceptions and reactions to ChatGPT regarding education. ChatGPT triggered a massive response on Twitter, with education being the most tweeted content topic. Topics ranged from specific (e.g., cheating) to broad (e.g., opportunities), which were discussed with mixed sentiment. We traced that authority decisions may influence public opinions. We discussed that the average reaction on Twitter (e.g., using ChatGPT to cheat in exams) differs from discussions in which education and teaching–learning researchers are likely to be more interested (e.g., ChatGPT as an intelligent learning partner). This study provides insights into people's reactions when new groundbreaking technology is released and implications for scientific and policy communication in rapidly changing circumstances.